

BROOKFIELD PUBLIC SCHOOLS

WORLD LANGUAGE FRAMEWORK

MAY 2010

WORLD LANGUAGE PHILOSOPHY

The Brookfield Public Schools World Languages Department believes all students have the potential for proficiency in another language and benefit from language instruction. Every student should begin language study as early as possible. The primary objective of the World Language Program is to give students the skills necessary to communicate through the development of linguistic proficiency and cultural sensitivity through an interdisciplinary approach of the curriculum. The benefits of studying a second language include the ability to communicate with a greater number of people, an enhanced understanding of another culture, improved academic performance, and increased career opportunities. The study of another language leads to critical thinking skills that enhance one's ability to analyze, compare, contrast, synthesize, improvise, and examine cultures through a language and a perspective other than one's own. We hope that our students will continue to use their language skills to gain deeper cultural understanding and appreciation throughout their lives.

WORLD LANGUAGE PROGRAM GOALS

The World Language program is based upon the 2005 Connecticut World Language Curriculum Framework, the National Standards for Foreign Language Learning in the 21st Century, and the ACTFL Performance Guidelines for K-12 Learners. These documents provide the outline for development of essential concepts and skills in the World Languages Program. The cornerstone for language learning is based on the premise that **the goal for all students is to learn how, when and why to say what to whom.**¹

Students will:

- Communicate effectively in at least one language other than English
- Understand what others are communicating in another language
- Present information, concepts and ideas in another language in a way that is understood
- Understand the cultures who share another language in order to communicate effectively and function appropriately in another culture
- Use the understanding of another language and culture to reinforce and expand knowledge of other disciplines and vice versa
- Use the understanding of another language and culture to deepen understanding of that language and culture and to access and use information that would otherwise be unavailable
- Demonstrate an understanding of the similarities, differences, and interactions across languages and cultures
- Use knowledge of language and culture to enrich one's life and broaden opportunities

¹Standards for Foreign Language Learning: Preparing for the 21st Century. (1995) Yonkers, NY: American Council on the Teaching of Foreign Languages.

WORLD LANGUAGE HALLMARKS OF BEST PRACTICE

- The target language is used extensively and students are encouraged to use the target language.
- Thematic units are organized around situations and scenarios that can be applied to real life.
- The textbook is used as a tool, not a curriculum.
- A variety of print and non-print materials including authentic materials are used.
- Technology resources are used to assist in language learning and practice.
- The World Language is used to learn subject matter.
- Grades are based on performance and production of materials as well as pencil and paper tests.
- Instruction is based on meaningful use of the language for real communicative purposes and what the students can do with the language.
- Error correction focuses on discrete language points during activities and indirect correction is used when communication is the focus.
- Language instruction is integrated with other disciplines.
- Language instruction integrates language and culture. Culture is viewed as an inseparable entity from language teaching.
- The teacher is viewed as facilitator who takes into consideration students' learning styles while fostering communicative usage.
- Teachers use their role as facilitator to help students become more independent learners and problem solvers by increasing their repertoire of strategies.
- The learner is viewed as a performer, an initiator, and a user of language to acquire knowledge.
- Instruction is delivered in a student-centered curriculum - based on inquiry, problem solving and application of concepts.
- Students are enabled to develop positive attitudes toward cultural diversity.

WORLD LANGUAGE ESSENTIAL UNDERSTANDINGS

In at least one language other than English:

1. *Interpersonal communication - Conversation:* Students will engage in conversation provide and obtain information, express feelings and exchange opinions in a language other than their own.
2. *Interpretive communication – Listening and Reading:* Students will understand and interpret a language other than their own in its spoken and written form on a variety of topics.
3. *Presentational communication – Speaking and Writing:* Students will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.
4. *Cultures - Practices:* Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
Cultures – Products: Students will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
5. *Interdisciplinary Connections:* Students will reinforce and expand their knowledge of other areas of study through a language other than English.
6. *Intradisciplinary Connections:* Students will acquire and recognize the distinctive viewpoints that are available only through a language and its cultures.
7. *Comparisons Among Language:* Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
8. *Comparisons Among Cultures:* Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
9. *Communities:* Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

WORLD LANGUAGE ESSENTIAL QUESTIONS

1. How can I express myself and share the same information with others in Spanish?
2. How do I understand what I hear and what I read?
3. How are languages structured? How does our ability to communicate depend upon non-verbal as well as verbal signals and expressions?
4. How can I develop my understanding and appreciation of the Hispanic world? Are words alone sufficient for communication?
5. How can the study of a world language enhance your knowledge of other subjects?
6. What can you read about in your world language that you would not be exposed to in your native language?
7. How can I develop my understanding of the nature of language?
8. How does studying another culture make an individual understand and appreciate his/her own?
9. Where can you use the language other than in the classroom?

WORLD LANGUAGE CONTENT STANDARDS

In at least one language other than English:

Standard 1: Communication (Interpersonal Mode)

Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Standard 2: Communication (Interpretive Mode)

Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Communication (Presentational Mode)

Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Standard 4:

Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.

Standard 5:

Students will reinforce and expand their knowledge of other areas of study through the world language and vice versa.

Standard 6:

Students will acquire and use information from a variety of sources only available in the world language.

Standard 7:

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Standard 8:

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Standard 9:

Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

ESSENTIAL UNDERSTANDING 1: INTERPERSONAL COMMUNICATION

Students will engage in conversation, provide and obtain information, express feelings and exchange opinions in a language other than their own.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Greet and respond to simple greetings and farewells, match time of day (morning, afternoon, evening) with pictured activity.	Give time framework (hour, day, month, today, yesterday, tomorrow) for when activities are performed (go to school, go to church, sports, camp, meals).	Orally express own thoughts, ideas, opinions and emotions (e.g., express approval, disapproval, wants, preferences, ask and answer what one likes best, give and respond to compliments).	Relate a story of a sequence of pictures.	Defend position on given social topic.	Sequence any item presented visually.
Perform simple commands, (e.g., sit down, stand up, line up, get your pencil, open your books, etc.)	Describe daily routines.	Expand on idioms (e.g., "I know it like the back of my hand.")	Preview video without sound and write own dialog.	Teach others to accomplish a given task.	Evaluate, analyze and critique social and political events, music, literary, or artistic performances, etc.
Identify necessity and need with courtesy phrases, (e.g., bathroom please, pencil sharpener please, thank you).	Give simple commands or instructions to classmates and teacher, (e.g., stand up, sit down, come here, raise your hand please, write your name)	Initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios).	Debate the value of specific cultural traditions.	Relate the sequence of a movie video without the sound.	Debate both sides of an issue.
Name the days of the week and identify them on a calendar.	Describe themselves, a best friend, a favorite celebrity, etc. with detail.	Describe own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.	Continue to expand on idioms (e.g., "I know it like the back of my hand.")	Discuss information presented visually.	Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18).
Express and identify feelings, match feeling with picture and ask classmates how they feel, (e.g., I'm happy, I'm sad, I'm fine, I'm sick.)	Give simple commands or instructions to classmates and teacher, (e.g., stand up, sit down, come here, raise your hand please, write your name)	Use transitional words or phrases to sustain conversations (e.g., "vamos a ver," "pues," "eh bien").	Participate in an interview (e.g., with a guest speaker, local celebrity, etc.)	Participate in an interview (e.g., with a guest speaker, local celebrity, etc.)	Express with detail own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.
Introduce and describe themselves, family members and pets, (e.g., me, my sister, my brother, my mother, my father, my grandfather, my grandmother and my pets).	Ask and state location of places and things, (e.g., "Where is the zoo? The zoo is near the park.")	Restate facts from an oral interview.	Interpret information presented visually (through art, drama, etc.)	Continue to initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios).	Engage in extended conversations on a variety of topics.
Respond to simple questions about themselves and surroundings (e.g., weather, places in city, beach, zoo, etc.).	Expand conversational ability based on new information (e.g., climate, seasons, school schedules, etc.)	Obtain information on another's thoughts and opinions (e.g., environmental issue)	Analyze and critique social and political events, music, literary, or artistic performances, etc.	Continue to express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.	Engage in extended conversations on a variety of topics.
Identify dates, (months, days and numbers), tell birthdays and	Discuss with a partner or group details to make plans for common activities.	Respond to a series of instructions that involve interrelated tasks (e.g., how to make a milkshake, cook, etc.)	Discuss both sides of an issue.	'Tell others how to accomplish a given task.'	Interpret information presented visually (through art, drama, etc.)
Acquire goods and services through basic conversational skills	Talk with others about personal activities (e.g., school, home, sports, sports, etc.)	Take part in longer exchanges with others using more interrogation	Obtain information on another's thoughts and opinions (e.g., current	Continue to initiate and maintain discussions where some responses	

<p>ages.</p> <p>List favorite pastimes (sports and hobbies).</p> <p>Ask and respond in simple conversations to questions about peers and teachers. (e.g., How are you? Where do you live? What time do you eat lunch? How many in your family do you have?)</p> <p>Identify and describe themselves and members of immediate and extended family. (e.g., I am short, my uncle is tall, and my aunt is blonde).</p>	<p>(e.g., order food in a restaurant, exchange currency, purchase school supplies).</p> <p>Exchange opinions, feelings and emotions (e.g., I'm proud, I admire the hero, I hate drugs etc.).</p> <p>Accept and decline an invitation.</p> <p>Identify more customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Mardi Gras, Piñata at parties).</p> <p>Express likes and dislikes on a variety of topics (e.g., animals, sports, foods).</p>	<p>(e.g., What, When, Which, Where, Who, How many, How much, How and Why) and ask about clubs, sports, favorite musicians, movies, etc.)</p> <p>Continue to identify customs from target cultures that have been assimilated to daily life in the U.S. (e.g., Mardi Gras, Piñata at parties).</p> <p>Respond with simple, appropriate social expressions (e.g., idioms such as "I have hunger" vs. "I am hungry", "It makes cold" vs. "It is cold out").</p>	<p>Continue to obtain information on another's thoughts and opinions (e.g., current social, political, or environmental issue).</p> <p>Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18).</p>	<p>may be unpredictable (e.g., scenarios).</p> <p>Continue to express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.</p>
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ESSENTIAL UNDERSTANDING 2: INTERPRETIVE COMMUNICATION

Students will understand and interpret a language other than their own in its spoken and written form on a variety of topics.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Recognize classroom objects in oral and written forms (e.g., clock, door, pencil sharpener.)	Comprehend the main idea of orally related personal anecdotes, songs, rhymes, familiar fairy tales and other narratives (familiar and/or culturally related) based on well-known age appropriate themes.	Read and respond creatively to texts (designing a poster, making a graph, etc.)	Express viewpoint on authentic magazine or newspaper article.	Write an editorial on a current issue.	Read a play and demonstrate comprehension through various tasks (e.g., restating storyline, identifying antagonist/protagonist describing setting, etc.)
Orally supply missing word(s) to a song, rhyme, dictation or story at correct time.	Draw pictures to demonstrate comprehension of simple stories.	Continue to explore cultural components of Internet.	Summarize or establish the sequence of events in a familiar recorded new story (e.g., Tour de France).	Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).	Read aloud plays and poetry with fluency and confident delivery.
Comprehend greetings, farewells and statements of feelings.	Identify letters, symbols, or common characters in alphabetic, phonetic or syllabic systems.	Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).	Continue to explore cultural components of Internet.	Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).	Infer a writer's assumptions, purpose, or point of view in an editorial.
Spell common words correctly while taking a written dictation	Demonstrate understanding of written or oral text by summarizing or paraphrasing (e.g., setting characters plot etc.)	Read and summarize an authentic magazine or newspaper article.	Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).	Use target language to validate choice of vocabulary.	Analyze the social context of a spoken exchange (e.g., a coach's pep talk, a student's conference with a guidance counselor; a conversation at the refund counter of a department store).
Demonstrate comprehension of main idea or principal message in highly illustrated culturally based texts in which cognates, repetition, predictability and rhythm are used including stories, simple advertisements and/or other literacy sources.	Read simple texts in target language and answer simple questions (e.g., weather report, travel poster or brochure, T.V. Guide, etc.)	Watch and answer questions on taped sporting or other social activities.	Continue to read and summarize an authentic magazine or newspaper article.	Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)	Interpret information presented visually.
Distinguish differences between simple binary (polar) opposites (e.g., tall/short, hot/cold, black/white)	Use primary bilingual dictionary, picture dictionary or glossary to access information.	Read aloud familiar and unfamiliar texts with fluency and competent delivery.	Watch and answer questions on taped sporting or other social activities.	Examine and discuss socio-cultural elements represented via the Internet.	Read a poem and demonstrate understanding through various tasks (e.g., identifying the theme)
Read aloud-familiar words	Take written dictation on unfamiliar text that is orthographically predictable.	Establish contact with target language school or person via the Internet.	Establish contact with target language school or person via the Internet.	Continue to explore cultural components of Internet.	Apply skills of critical analysis to oral communication.
	Continue to explore cultural	Read aloud familiar and unfamiliar texts with fluency and competent delivery.	Read an authentic historical text and relate it to the historical period.	Read an authentic historical text and relate it to the historical period.	Make inferences from authentic

<p>demonstrating initial awareness of pronunciation, interaction, and stress</p> <p>Comprehend simple questions and commands on classroom topics by responding correctly either orally or physically (e.g., Where is the flag? Response could be, "It's over there," or child points to it).</p> <p>Make connections between illustration and simple written texts (e.g., use picture dictionary, match illustrations with short phrases or sentences).</p> <p>Understand, use and read with correct intonation, pronunciation and stress (e.g., recites aloud).</p> <p>Explore cultural components of Internet.</p>	<p>components of Internet</p> <p>Read and respond creatively to texts by writing a simple rhyming poem (e.g., nonsense rhyming).</p> <p>Establish contact with target language school or person via the Internet.</p> <p>Read aloud familiar and unfamiliar texts with fluency and competent delivery.</p> <p>Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).</p> <p>Continue to interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Make inferences from authentic sources.</p>	<p>compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>Continue to interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Make inferences from authentic sources.</p> <p>Interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Make inferences from authentic sources.</p>	<p>Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).</p> <p>Use target language to validate choice of vocabulary.</p> <p>Obtain information through email.</p> <p>Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.)</p> <p>Continue to interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Make inferences from authentic sources.</p>	<p>Examine and discuss socio-cultural elements represented in text (e.g., values, attitudes and beliefs).</p> <p>Read a play and demonstrate comprehension through various tasks (e.g., restating storyline, identifying antagonist/ protagonist describing setting, etc.).</p> <p>Infer a writer's assumptions, purpose, or point of view in an editorial.</p> <p>Interpret information presented visually.</p> <p>Apply skills of critical analysis to oral communication.</p> <p>Read an authentic historical text and relate it to the historical period.</p> <p>Make inferences from authentic sources.</p>
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ESSENTIAL UNDERSTANDING 3: PRESENTATIONAL COMMUNICATION

Students will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Use understandable pronunciation of words.	Summarize the plot of a folktale (e.g., the beginning, the middle, and the end).	Write, review, and edit own writing with teacher guidance.	Fill in text based on words from known song or story. (Written or orally – “The farmer in the _____.”)	Write, review, and edit own writing with teacher guidance.	Write, review, and edit own writing with teacher guidance.
Identify and label vocabulary connected to the lesson theme.	Create and perform short conversation (e.g., skits, role play, etc.)	Write a personal letter applying conventions, accurately (e.g., layout, headings, punctuation). Address the envelope.	Write, review, and edit own writing with teacher guidance.	Write and present an original story.	Adjust spoken presentation to suit the audience.
Complete simple sentences, phrases and/or short dialogues to accompany illustrations.	Create written journal(s) in response to teacher prompt	Create and present short skit/play involving more than two characters. May use videotape, props, costumes and scenery.	Create original poem and illustrate it on a poster.	Proofread and peer-edit writing.	Identify and understand organizational elements of writing (e.g., titles, paragraphs, bibliography).
Predict orally or through illustrations events in a story.	Write, review, and edit own writing with teacher guidance.	Write brief paraphrases and summaries on teacher-given topics.	Write and present an original story.	Identify and understand organizational elements of writing (e.g., titles, paragraphs, bibliography).	Approximate native-like punctuation, intonation, and inflection.
Begin to write familiar words, phrases and simple sentences in a meaningful context.	Prepare and present brief reports on thematic topics (e.g., weather report, commercial, etc.) using a variety of formats (e.g., brochures, dioramas, puppets, travel posters, etc.)	Narrate/give an oral report in present, past and future times.	Take detailed notes on given topic via video.	Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.	Speak audibly and clearly, varying pace, tone, and stress to engage the audience.
Perform short conversation (e.g., skits, role play, etc.)	Use information from a text or oral story to draw or label pictures, diagrams, or charts.	Write a simple narrative or description on a given topic (e.g., an account of an event, a problem, etc.).	Tell events of a video using detailed notes.	Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.	Proofread compositions, checking for cohesiveness, flow of ideas, and clarity of meaning.
Contribute to teacher directed shared writing activities (e.g., story mapping, “word snake” and concrete poetry).	Identify orally the setting, main characters and events in narrative texts (e.g., linear and circular story mapping).	Write a well-organized composition.	Present to class information learned from research paper using technology (e.g., video, etc.).	Present to class information learned from research paper using technology (e.g., video, etc.).	Engage in exchanges with the audience (e.g., take and answer questions)
Produce and use basic print, capitalization and punctuation conventions (e.g., inverted Spanish question marks, quotation marks, lower case for days of the week, etc.)	Fill in authentic forms (e.g., magazine subscriptions, invitations).	Write a brief, well-organized composition using basic language.	Take notes from recorded phone messages.	Give a formal, well-organized, and sustained oral presentation.	
			Write and act out a commercial		

Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.).	with a group. Represent information visually. Design own form(s) of announcements.	
Write and record a message (e.g., advertisement, weather reports, phone messages, etc.).	Proofread and peer-edit paragraphs. Write a well-organized paragraph about a familiar topic.	
Write simple descriptive sentences, given two choices (e.g., John is tall, short).	Complete authentic forms and documents (e.g., passport, driver's license, job application).	
Write, review, and edit own composition writing with teacher guidance.	Represent information visually. Write simple letters about self and school.	
	Extract information from timetables, menus, and advertisements.	
	Respond in writing to personal questions.	

ESSENTIAL UNDERSTANDING 4: CULTURES - Practices

Students will demonstrate an understanding of the relationship between practices and perspectives of the cultures studied.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<p><u>Practices of Culture</u></p> <p>Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations. (e.g., bowing, shaking hands, Mr., Mrs., Miss).</p> <p>Introduce self, family and/or teacher and respond to introductions.</p> <p>Initiate and respond to routine courtesy exchanges (e.g., excuse me, thank you, please) and make polite requests.</p> <p>Respond physically and/or orally to demonstrate respect and/or courtesy (e.g., in South America the principal walks in room and students stand up).</p> <p>Participate in cultural activities and traditions (e.g., holidays, birthday, Saint's day, celebrations).</p> <p>Name and experience foods and eating customs of the target culture (e.g., typical foods, table manners, chopsticks, samovar tea ceremony etc.)</p>	<p><u>Practices of Culture</u></p> <p>Listen and share in reading/reciting authentic fairytales, folktales, nursery rhymes, etc. Identify and imitate characters.</p> <p>Continue to listen and respond to stories, songs, and rhymes of the target culture(s).</p> <p>Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Andes, Atacama Desert, Antarctica and Pacific Ocean).</p> <p>Read, listen to, observe, and perform expressions of the target culture(s) (e.g., children's literature, music, art, dance, etc.)</p> <p>Describe staples and dishes unique to target culture(s) and indicate</p>	<p><u>Practices of Culture</u></p> <p>Identify and name selected occupations that are specific to target culture(s) (e.g., matador, chocolate maker, shaman, etc.)</p> <p>Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.</p> <p>Discuss how the roles of men and women and their occupations are changing.</p> <p>Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Identify roles and responsibilities of men, women and children in the target culture(s).</p>	<p><u>Practices of Culture</u></p> <p>Match animals with sounds perceived by target culture (e.g., rooster said "Cocorico" in France, "Quiquiriquí" in Spain, "Cucurucú" in Sweden).</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p>	<p><u>Practices of Culture</u></p> <p>Continue to identify roles and responsibilities of men, women and children in the target culture(s).</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p>	<p><u>Practices of Culture</u></p> <p>Recognize and readjust behavior in response to nonverbal cues.</p> <p>Respond to and use humor appropriately.</p> <p>Interpret and explain a political cartoon, situation comedy or joke in the target culture.</p> <p>Identify cultural factors that affect meaning.</p> <p>Self-monitor and self-evaluate language use according to audience.</p> <p>Rephrase or reword an utterance when it results in cultural misunderstanding.</p> <p>Use elements of humor, irony and satire of the target language in written and oral presentations.</p> <p>Interpret meaning through knowledge of cultural factors that effect meaning (e.g., word choice, intonation, setting, etc.)</p>
					13

		Decide when use of slang is appropriate. Determine appropriate topics for interaction/social conversation.
Participate in the creation of a group story on a cultural theme. Describe selected ingredients in meals of the target culture.	order in which these are served (e.g., soup at end of Chinese course, salad and cheese at end of meal in France). Accept/reject appropriately offers of food.	Demonstrate a basic knowledge of the history and geography at the people/countries of the target culture(s).
Use cultural expressions (using formal and informal modes of discourse) and appropriate body language of greetings, farewells and introductions in a variety of situations.	Demonstrate understanding that families meet basic needs in a variety of ways (e.g., how climate affects type of dwelling, food, mealtime, etc.)	Identify how people in the target culture(s) interact with their environment (e.g., living space according to available materials, modes of transportation – metro, elevators, recreational space, etc.)
Make request in a variety of social situations (e.g., asking a peer for a snack at a celebration, asking permission of an adult, etc.)	Interpret military/train station time (hours only) e.g., The train leaves at 22:00 – 10:00 pm.	Demonstrate understanding of purchasing power of the currency of the target culture.
Identify chores of each member of the family in the target culture.	Describe attitudes toward money in the target culture(s).	Identify practices and beliefs with regard to body hygiene.
Plan for and participate in a cultural activity (e.g., holidays, birthday, and graduation) using customs of target culture(s). (e.g., decoration, ceremony, eating habits, etc.)	Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.	Discuss how the roles of men and women and their occupations are
Identify and name selected commercial establishments in the target culture(s) (e.g., role-play shopping).		

Recognize and write numbers according to cultural custom (e.g., one, 1; seven 7). When appropriate, count on fingers the way of target culture (e.g., starting with thumb, little finger, etc.)	Demonstrate the use of symbols and signs as a way of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)	Change Determine the appropriate distance to maintain while talking to someone, depending on the situation. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience, in target culture.
Demonstrate the use of symbols and signs as a way of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)	Describe tangible products of everyday living, such as housing, food and dress, (e.g., hacienda, villas, fondue, and toga)	Name and identify capitals and major topographical features of countries from target culture(s) on maps written in target language (e.g., on map of Chile divided in half as in Chilean classroom, identify Santiago, Anders, Alacama desert, Antarctica and Pacific Ocean).
Recognize and write numbers according to cultural custom (e.g., one, 1; seven 7). When appropriate, count on fingers the way of target culture (e.g., starting with thumb, little finger, etc.)	Demonstrate the use of symbols and signs as a way of communication in the target culture(s) (e.g., directions, warnings, street sign, etc.)	Listen to and observe expressions of the target culture(s) (e.g., children's literature, music, art, dance, etc.) Explain attitudes toward concept of time in the target culture(s) (e.g., Spanish siesta, Swiss punctuality, etc.).

Demonstrate a basic knowledge of the history and geography at the people/countries of the target cultures).	
Use appropriate etiquette in initiating and responding to telephone conversations, e-mail and other types of communication.	
Identify subculture(s) within the target culture(s) (e.g., differences in "Spanish" cultures among Spain, Mexico, Puerto Rico, etc.).	
Use appropriate etiquette in initiating and responding to telephone communication.	
Identify and describe various values reflected in food, clothing and shelter in the target culture(s) e.g. kosher taboos, French herbal teas, and extended family living quarters.	

ESSENTIAL UNDERSTANDING 4: CULTURES - Products

Students will demonstrate an understanding of the relationship between products and perspectives of the cultures studied.				
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
<p><i>Products of Culture</i></p> <p>Listen and respond to stories, songs, and rhymes of the target culture(s).</p> <p>Identify and color flags and a few landmarks of the target culture(s).</p> <p>Create a calendar with cultural holidays.</p> <p>Celebrate selected target culture national holiday with games, dances, songs, food, etc.</p> <p>Identify utilitarian and/or esthetic objects of the target culture(s) (e.g., bolardoras).</p> <p>Name and explain the significance of some national and/or festivals from the culture(s) (e.g., flags, currency, commercial products, and signs).</p> <p>Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Astérix, Mafaldo, Zorro, etc.)</p> <p>Name and explain the significance of some national and/or festivals from the culture(s) (e.g., flags, currency, commercial products, and signs).</p> <p>Recognize age appropriate fantasy heroes/heroines from the target culture(s) (e.g., Astérix, Mafaldo, Zorro, etc.)</p> <p>Recognize the regions of the target culture(s).</p> <p>Identify the sports activities in the</p>	<p><i>Products of Culture</i></p> <p>Identify artwork (visual and performing arts) as a reflection of the target culture(s).</p> <p>Dramatize simplified authentic folktales from the target culture(s).</p> <p>Continue to identify utilitarian and/or esthetic objects of the target culture(s) (e.g., bolardoras).</p> <p>Research a cultural region of the target culture(s).</p> <p>Compare the contributions in sports between the target culture(s) and the U.S.</p> <p>Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.</p> <p>Describe how people in the target physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open air markets, plazas, walled houses and</p>	<p><i>Products of Culture</i></p> <p>Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492).</p> <p>Recognize age appropriate fantasy heroes/heroines from the target culture(s). (e.g., Astérix, Mafaldo, Zorro, etc.)</p> <p>Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture.</p> <p>Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).</p> <p>Analyze the literature and arts that depict cultural products, practices and perspectives.</p> <p>Research a cultural region of the</p>	<p><i>Products of Culture</i></p> <p>Access target culture(s) cookbooks to make traditional holidays foods.</p> <p>Identify and discuss significant individuals/heroes and events in the target culture(s). (e.g., Rigoberta Menchu from Guatemala, four historical events in Spain the year of 1492).</p> <p>Recognize age appropriate fantasy heroes/heroines from the target culture(s). (e.g., Asterix, Mafaldo, Zorro, etc.)</p> <p>Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture.</p> <p>Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).</p> <p>Analyze the literature and arts that depict cultural products, practices and perspectives.</p> <p>Study and explain the role of</p>	

target culture(s).	cities, modes of transportation).	Compare how artists use universal themes in the U.S. and in the target culture(s) (e.g., love, grief, friendship, and beauty).	target culture(s).
Describe styles of architecture used to design monuments.	Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).	Compare the contributions in sports between the target culture(s) and the U.S.	Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).
Describe the regions of the target culture(s).	Study and experience the literature and arts that depict target cultural products, practices, and perspectives.	Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.	Study and analyze the cultural perspectives and practices in the films of the target culture.
Identify architectural and/or engineering accomplishments of the target culture(s) (e.g., Eiffel Tower, Chichen Itzá, etc.)	Identify and describe how artists and writers have influenced the history of the target culture (J.J. Rousseau, Voltaire, Picasso, Delacroix, Goya, Rockwell).	Identify and analyze the role of television in shaping attitudes and values in the target culture(s).	Gather information about sub-cultural perspectives and practices through reading subculture texts and analyzing their art.
Describe cultural achievements and/or symbols of the target culture(s) (e.g., Mona Lisa, Statues of Simon Bolívar, castles, cathedrals, pyramids and fountains).	Create a video/film that reflects the cultural practices and/or perspectives of the target culture.	Compare form(s) of government in the roles of the major political leaders in the target culture(s) with those of the U.S.	Analyze the literature and arts that depict cultural products, practices and perspectives.
Describe the regions of the target culture(s).	Suggest possible solutions to the economic and environmental challenges faced by the target culture(s).	Study and experience the literature and arts that depict target cultural products, practices, and perspectives.	Identify and analyze the role of television in shaping attitudes and values in the target culture(s).
	Describe the regions of the target culture(s).	Interpret and explain a political cartoon, situation comedy or joke in the target culture.	Gather information about sub-cultural perspectives and practices in the films of the target culture.
	Compare and contrast the role of television in the target culture(s) and the U.S.	Identify cultural factors that affect meaning.	Gather information about sub-cultural perspectives through reading subculture texts and analyzing their art.

		analyzing their art.
		<p>Read with understanding written materials in target language(s) (e.g., current periodicals) about social, political and economic issues pertinent to the target culture.</p> <p>Describe the regions of the target culture(s).</p> <p>Study and analyze the forms of government and political leaders in the target culture(s).</p>

ESSENTIAL UNDERSTANDING 5: INTERDISCIPLINARY CONNECTIONS

Students will reinforce and expand their knowledge of other areas of study through a language other than English.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
<u>Connecting with other Disciplines</u>	<u>Connecting with other Disciplines</u>	<u>Connecting with other Disciplines</u>	<u>Connecting with other Disciplines</u>	<u>Connecting with other Disciplines</u>	<u>Connecting with other Disciplines</u>
On a primary map or globe, point to country/region where the target language is spoken.	Count to 100 by 1's, 5's, and 10's. Tell time orally (hour and half hour).	Recognize characteristics/ style of three to five famous artists/musicians and draw or paint a picture or make music/rhythm in this style (e.g., French Impressionists, Mexican Muralists, etc.)	Examine how target culture immigrants to the U.S. preserve their cultural traditions.	Examine how target culture immigrants to the U.S. preserve their cultural traditions.	Examine how target culture immigrants to the U.S. preserve their cultural traditions.
Identify eight colors using clothing of children and pictures.	Recognize and describe in the target language geographic features of the target country(s) (e.g., capital, big cities, rivers, mountains, oceans). Point out relative locations (e.g., the ocean is west of the capital, the equator is north, etc.)	Use basic social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.)	Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.	Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.	Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).
Classify selected objects by color, size and shape (e.g., small, red, triangle, etc.).	Match animals with their food, homes, body parts, etc. (e.g., horse eats grass, bird lives in nest, elephant has trunk, etc.)	Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content-based units. (e.g., The quetzal is a bird. "Iola" and "ola" are homophones (homo (ros)).	Recognize the style of an author or poet from the target culture(s) and retell story/poem in own words in the target language with proper sequence, trying to imitate style/rhythm.	Identify how music, art, and literature reflect the target culture.	Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).
Identify unique characteristics of self and others, such as name, age, address and telephone number.	Count 0 – 31; match and identify numbers on timeline and calendar.	Create a classroom model, label it and describe with simple target language (e.g., solar system, a Roman villa, an outdoor market, an architectural landmark, etc.)	Participate in cultural market as buyer and seller of typical goods. (e.g., I need 2 kg. of rice. How much does it cost?)	Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).	Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).
Calculate/solve simple math problems using numbers 1 – 10.	Name seven days of week in culturally correct order. Name 12 months of the year in order.	Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, ethnic).	Explore health, nutrition, and physical fitness issues of adolescents in the target culture.	Explore and analyze how people in the target culture(s) solve societal issues (e.g., terrorism, welfare, unemployment, and health care).	Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).
Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.	Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.				

View authentic artifacts, works of art and illustrations in children's literature drawn from the target culture and will use adjectives to describe what they see. (e.g., Teacher asks "What color is the flower?" "brown" "is the flower pretty or ugly? _____ "pretty")	Groups, etc.) Use simple social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.) Match puzzle-type shapes and places of five or six regions or countries of target culture(s) on primary map of the world. Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.	Connect professions with their qualifications (e.g., apprenticeships, higher education, degrees, skills and interests, etc.). Identify how music, art, and literature reflect the target culture. Examine how target culture immigrants to the U.S. preserve their cultural traditions.

<p>Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, ethnic groups, etc.)</p> <p>Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sample products of the country, etc.</p>	

ESSENTIAL UNDERSTANDING 6: INTRADISCIPLINARY CONNECTIONS

Students will acquire and recognize the distinctive viewpoints that are available only through a language and its cultures.					
LEVEL I <i>Accessing information in the target language</i>	LEVEL II <i>Accessing information in the target language</i>	LEVEL III <i>Accessing information in the target language</i>	LEVEL IV <i>Accessing information in the target language</i>	LEVEL V <i>Accessing information in the target language</i>	LEVEL VI <i>Accessing information in the target language</i>
Watch videos of dances, children's folkloric fashion shows and/or celebrations in the target culture in preparation for their own celebration.	Research and create a menu of one meal (breakfast, lunch, dinner or assorted dessert(s) typical of the target culture(s).	Retell a modified version of an authentic story (fable, legend and/or folktale) using multimedia sources.	Compare and contrast aesthetic concepts of the target culture through authentic video or recordings.	Observe and record information about societal issues in the target culture through a variety of authentic texts and media.	Observe and record information about societal issues in the target culture through a variety of authentic texts and media.
Examine native crafts and either make a few simplified versions or prepare poster with pictures of crafts, using information accessed through technology and/or library.	Review typical current TV commercial clips and create a simplified advertisement for a product from the target culture.	Research and retell a folktale using a multimedia approach.	Observe and record information about societal issues in the target culture through a variety of authentic texts and media.	Read literary texts and relate them to the historical period about which or in which they were written.	Read literary texts and relate them to the historical period about which or in which they were written.
Research and create a display (showcase or bulletin board) of figures (e.g., people in native costume, musical instruments, crafts, toys, children's literature, etc.) May use pictures and text from computer technology, library and/or realia from home or teachers).	Complete authentic travel document forms (e.g., passport, visa, customs form, etc.	Use the Internet to access current events in target language from Target culture(s).	Use the Internet to find employment opportunities in the target culture.	Observe and record information about societal issues in the target culture through a variety of authentic texts and media.	Research, discuss, and debate a controversial issue.
Using Internet, newspaper, or other sources, record and graph in target language, the weather in capital city or other town of target country for 1 week.	Use maps, charts, and globes in target language to identify weather/climate, patterns, natural resources, native products, modes of transportation, etc.	Compare and contrast aesthetic concepts of the target culture through authentic video or recordings.	Research, discuss, and debate a controversial ecological issue.	Locate information appropriate to assignment in text or other reference material.	Participate in a debate in which a current event/issue is discussed from the perspective of people in the target and home cultures.
Listen to recordings of contemporary music from target language musicians and identify three different styles and/or	Read and interpret authentic, fairly current schedules (e.g., TV music, train, plane, bus, etc.	Explore everyday events (e.g., school, sports, shopping) which occur in the target country(s) using multiple sources.	Communicate (via letters, e-mail, etc.) with peers in the target country and exchange information/ideas, opinions relating to common societal issues.	Read, listen to and view works of literature and arts that describe contemporary life in the target culture.	
	Read a TV schedule train, train, and bus schedule from the target culture.	Plan a daily schedule based on a weather forecast.	Access and organize information		

musicians. Recognize aesthetic concepts of the target culture through authentic video or recordings.	through authentic language text and media to contribute to a topic being discussed in a different class. Recognize aesthetic concepts of the target culture through authentic video or recordings.		Use popular magazines from the target culture to identify and describe social conventions about adolescents.

ESSENTIAL UNDERSTANDING 7: COMPARISON AMONG LANGUAGES

Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
Compare names in English with closest equivalent in target language. Address the World language teacher appropriately in the target language using courteous language and body language, followed by addressing the classroom teacher appropriately and courteously in English. Identify and use (in greetings) titles for school personnel (e.g., Mr., Mrs., Miss for principal, librarian, etc.). Answer the phone using appropriate expression in the target language (e.g., "Wer" in Chinese, "Moshi - Moshi" in Japanese, "Allô" in French, etc.)	Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare word order in simple phrase or expression. Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language. Illustrate some of these words, (e.g., rodeo, kindergarten, etc.)	Compare nuances of meanings and pronunciation of cognates. Discuss false cognates and draw two different meanings (e.g., "trampa" in Spanish and "tramp" in English). Compare concept of gender in English and target language (e.g., "lion and lioness" versus "le lion et la lionne".) Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)	Recognize roots in two languages and compare cognates. Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)	Recognize roots in two languages and compare cognates. Identify through listening and reading which words from a list are cognates. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)	Examine various genres of literature and oral communication to hypothesize the worldviews of different cultures. Select, use, and compare appropriate terms of address between the target and native languages. Identify and compare telephone etiquette for different purposes in both target language and native language (e.g., business, school, social, etc.)
Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare suffixes that denote simple concepts such as size, affection, beauty, etc. (e.g., "into" and "on" Spanish, etc.) Recognize some differences in the sound systems of the English language and target language (e.g., "n" in Spanish, "œ" in French).	Recognize roots in two languages and compare cognates. Discuss how idomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication	Recognize roots in two languages and compare cognates. Recognize simple cognates	Recognize roots in two languages and compare cognates. Identify idomatic expressions appropriate to a given situation in oral and written communication	Recognize roots in two languages and compare cognates. Identify idomatic expressions appropriate to a given situation in	Recognize roots in two languages and compare cognates. Identify and list examples showing
Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)	Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)	Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)	Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)	Recognize simple cognates. Identify through listening and reading which words from a list are cognates. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.)	Recognize simple cognates. Identify through listening and reading which words from a list are cognates.

and compare cognates.	<p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Recognize sounds and short words from target language that do not exist in English (e.g., students hear “llama” pronounced in English and Spanish and they distinguish which is L1 and which is L2.)</p> <p>Recognize simple cognates.</p> <p>Identify through listening and reading which words from a list are cognates.</p>	<p>Identify through listening and reading which words from a list are cognates.</p> <p>Recognize that vocabulary conveys different meanings in various contexts.</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p>	<p>the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Demonstrate how idiomatic expressions reflect culture.</p> <p>Use idiomatic expressions appropriate to a given situation in the target language.</p> <p>Use appropriate words in a given situation to illustrate cultural differences.</p> <p>Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p>	<p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Demonstrate how idiomatic expressions reflect culture.</p> <p>Use appropriate words in a given situation to illustrate cultural differences.</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Select, use, and compare appropriate terms of address between the target and native languages.</p> <p>Demonstrate differences in writing systems.</p>	<p>differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Recognize that vocabulary conveys different meanings in various contexts.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Examine various genres of literature and oral communication to hypothesize the worldviews of different cultures.</p> <p>Use appropriate words in a given situation to illustrate cultural differences.</p> <p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p> <p>Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.</p> <p>Demonstrate differences in writing systems.</p>
	<p>Identify simple indicators of gender and number in target language that is different from English (e.g., in Spanish, usually male people and animals end in “o,” and female people and animals end in “a”.)</p> <p>Compare word order in simple phrase or expression (e.g., red cat, car red, beautiful Mexico, “Mexico Indo.”)</p>	<p>Cite and use borrowed words from other languages and hypothesize why languages in general need to borrow words.</p>	<p>Identify idiomatic expressions appropriate to a given situation in the target language.</p> <p>Identify and compare telephone etiquette for different purposes in both target language and native language (e.g., business, school, social, etc.).</p>	<p>Demonstrate differences in writing systems.</p>	<p>Demonstrate language varieties within cultures through comparison of regional and/or social dialects.</p>

Practice writing simple words in target language (e.g., names, label for classroom objects, animals to label drawings, etc.)	<p>Respond to alphabet cards in L1 and L2 identifying which are from L1 and which are from L2.</p> <p>Respond similarly to eight or ten flash cards from theme (e.g., animals, classroom objects) that portrays both picture and word in L1 and duplicate picture with word in L2.</p>
	<p>Cite and use examples of words and roots borrowed from the target language used in English and English words that are currently used in the target language.</p> <p>Illustrate some of these words, (e.g., rodeo, kindergarten, etc.)</p>
	<p>Discuss how idiomatic expressions work in general and practice in a meaningful way. Incorporate into oral and written communication.</p>
	<p>Identify language characteristics, which may or may not be present in English (e.g., formalities, levels of politeness, formal and informal language, different registers of language, etc.)</p>
	<p>Cite and use borrowed words from other languages and hypothesize why languages in general need to</p>

<p>borrow words.</p> <p>Collect and list examples showing differences in the grammar structure of the two languages (e.g., word order, gender, agreement, tense, etc.)</p> <p>Identify the use different titles of address used in the target country and the U.S.</p> <p>Initiate telephone conversation and compare differences in telephone etiquette in the target and their own cultures. (e.g., state one's identity, ask to speak to someone, ask when someone will return, state that they will call again, conclude a call).</p> <p>Recognize that letters/characters can represent different sounds in target language and in English (e.g., Vowels, Key consonants, etc.) Read aloud simple monosyllabic and bi-syllabic words demonstrating capacity to closely reproduce sounds and comprehension of which letters/characters represent those specific sounds.</p> <p>Give examples of words borrowed from one language and used in another and develop an understanding of the process of borrowing.</p>			
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ESSENTIAL UNDERSTANDING 8: COMPARISON AMONG CULTURES

Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

LEVEL I <i>Cultural Comparisons</i>	LEVEL II <i>Cultural Comparisons</i>	LEVEL III <i>Cultural Comparisons</i>	LEVEL IV <i>Cultural Comparisons</i>	LEVEL V <i>Cultural Comparisons</i>	LEVEL VI <i>Cultural Comparisons</i>
Compare and contrast the role of selected family members in both cultures (e.g., the grandmother in USA often lives far away/the grandmother in _____ lives with the family). Present to class in target language with pictures.	Celebrate a holiday or birthday according to the customs of the target culture(s) and compare simple aspects with customs of USA (e.g., a birthday party at a roller skating rink in USA versus mariachis serenading a Mexican child singing "Las Mañanitas" or piñata.)	Identify pictures of houses and stores typical of target culture(s) and of Connecticut.	Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling "Parranda" in Puerto Rico using "maracas", "guiro", "cuatro" and guitar singing "aguinaldos" such as "Los Tres Santos Reyes" as compared to usually no instruments for carolers who sing "We Three Kings of Orient Are." Also, climatic difference, hence, clothing difference for caroling activity.	Compare and contrast male and female heroes from both cultures and how people celebrate their heroes (e.g., equestrian statues, legends, pictures, etc.)	Analyze the relationship between cultural stereotyping and its implications in different cultures.
Illustrate/write about how birthday, saint's Day or "coming of age" is celebrated in both cultures (e.g., compare "quinceañera" party in Mexico with Bar Mitzvah in CT).	Compare songs and instruments used during holiday celebrations in target culture(s) and in US (e.g., at Christmas time, people go caroling "Parranda" in Puerto Rico using "maracas", "guiro", "cuatro" and guitar singing "aguinaldos" such as "Los Tres Santos Reyes" as compared to usually no instruments for carolers who sing "We Three Kings of Orient Are." Also, climatic difference, hence, clothing difference for caroling activity.	Express personal preferences in the target language regarding sports and activities of target culture(s) and of Connecticut.	Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.	Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.	Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.
Describe orally and in written language a holiday in US and a similar celebration in target culture explaining similarities and differences (e.g., On New Year's Eve in Spain each family member eats twelve grapes/in US people watch TV or go to parties.	Compare songs and instruments used during holiday celebrations in	List, identify and describe with simple adjectives ten daily activities in the native and target cultures (e.g., In the US the boy/girl wakes up at 7:00 a.m. in _____ (country) the boy/ girl wakes up at _____ a.m., etc.	Discuss the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits, play) by analyzing the target cultures and their own.	Compare and contrast career choices and social roles in the target cultures and their own	Discuss the relationship between cultural perspectives and practices (e.g., holiday, celebrations, work habits, play) by analyzing the target cultures and their own.
	Recognize selected foods from	Identify and analyze cultural	Compare and contrast various		

<p>target culture(s) and in US (e.g., at Christmas time, people go caroling "parranda" in Puerto Rico using "maracas", "guiro", "cuatro" and guitar singing "gimnaldos" such as "Los Tres Santos Reyes" as compared to usually no instruments for carolers who sing "We Three Kings of Orient Are". Also, climatic difference, hence, clothing difference for caroling activity.</p>	<p>target culture(s) related to holidays and seasons of the year and compare with food served in US at similar occasions (e.g., trick or treat candy for Halloween as compared to sugar skills, "calaveras de azúcar" for The Day of the Dead in Mexico).</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>	<p>meaning of proverbs, sayings, jokes, riddles in target language/cultures) and US. This may be carried out partly in English. (e.g., "You move your feet and you lose your seat." "El que se va a Sevilla m'elipilla, pierde su silla." "Celui qui va à la chasse, perd sa place."</p>

USA (e.g., a birthday party at a roller skating rink in USA versus manchis serenading a Mexican child singing "Las Mañanitas" or piñata.)																																																							

inflections in the target language and their own.	<p>Identify and explain the relationship between weather and cultural activities/practices in different countries.</p> <p>Compare and contrast a typical “lunch” at home and in the target culture.</p> <p>Analyze the relationship between cultural stereotyping and its implications in different cultures.</p> <p>Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</p>	

ESSENTIAL UNDERSTANDING 9: COMMUNITIES

Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.					
LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
School and Community	School and Community	School and Community	School and Community	School and Community	School and Community
Introduce themselves in the target language to native - speaker peers in their school and community.	Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)	Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)	Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)	Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)	Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)
Recognize local neighborhoods where the language is spoken (through sister school field trips, pen-pals, photographs, etc.)	Look at pictures/read simple text in authentic storybook and/or picture dictionary.	Look at pictures/read simple text in authentic storybook and/or picture dictionary.	Visit local establishments/ social clubs owned and managed by native speakers.	Visit local establishments/ social clubs owned and managed by native speakers.	Visit local establishments/ social clubs owned and managed by native speakers.
Recognize words in the target language heard/seen outside of school (e.g., on TV – “Sesame Street”, on cereal boxes, etc.)	Listen to/sing/recite songs and nursery rhymes from target culture(s).	Listen to/sing/recite songs and nursery rhymes from target culture(s).	Participate in a language immersion experience (e.g., language, camp, travel).	Participate in a language immersion experience (e.g., language, camp, travel).	Participate in a language immersion experience (e.g., language, camp, travel).
Visit local establishments/ social clubs owned and managed by native speakers.	Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)	Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)	Establish and maintain communication with peers in the target culture.	Establish and maintain communication with peers in the target culture.	Establish and maintain communication with peers in the target culture.
Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)	Engage in simple conversations with native-speaker personnel at site visited (e.g., How are you? What is your name? Where do you come from? etc.)	Perform a story/play/TV program in the target language to be presented to the community.	Teach some of the target language to peers or younger children.	Participate in a language immersion experience (e.g., language, camp, travel).	Participate in a language immersion experience (e.g., language, camp, travel).
Identify and describe professions in the US, which require proficiency in the target language studied.	Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.	Take on identity of famous native speaker and present to class.	Do volunteer work in the community using the target language.	Establish and maintain communication with peers in the target culture.	Read and discuss articles in the target language on the global market.
Develop an interview questionnaire/interview a native-speaker (preferably close to same age) in the target language.	Participate in a language immersion experience (e.g.,	Participate in a language immersion experience (e.g.,	<u>Personal Enrichment</u>	Teach some of the target language	

Participate in a language immersion experience (e.g., language, camp, travel). <u>Personal Enrichment</u>	Participate in a language immersion experience (e.g., language, camp, travel). <u>Personal Enrichment</u> Explore cultural components on the Internet.	language, camp, travel) <u>Personal Enrichment</u> Explore cultural components on the Internet.	Attend/participant activity in target culture festival. <u>Personal Enrichment</u> Explore cultural components on the Internet.	Teach some of the target language to peers or younger children. Do volunteer work in the community using the target language. <u>Personal Enrichment</u>
Look at pictures/read simple text in authentic storybook and/or picture dictionary. Listen to/sing/recite songs and nursery rhymes from target culture(s).	Explore cultural components on the Internet. Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.	Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.	Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend/participant activity in target culture festival. Explore cultural components on the Internet.	Explore cultural components on the Internet. Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.
Explore cultural components on the Internet. Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.	Explore cultural components on the Internet. Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.	Watch and listen to TV or radio broadcasts in the language studied. Explore an area of interest on the Internet.	Watch and listen to TV or radio broadcasts in the language studied. Explore an area of interest on the Internet.	Attend museum with target culture exhibit on display. Watch and listen to TV or radio broadcasts in the language studied. Explore an area of interest on the Internet.
Explore cultural components on the Internet. Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.	Explore cultural components on the Internet. Travel (true or vicarious trip) with family or school on vacation to a country where target language is spoken. Attend museum with target culture exhibit on display.	Establish contact with target language school or person via the Internet. Explore an area of interest on the Internet.	Establish contact with target language school or person via the Internet. Watch and listen to TV or radio broadcasts in the language studied. Explore an area of interest on the Internet.	Establish contact with target language school or person via the Internet. Establish contact with target language school or person via the Internet.